

**Unit 3 Title:** Respecting All Work

**Lesson Title:** How I Relate to Others

**Lesson 1 of 4**

**Grade Level:** 9

**Length of Lesson:** 55 to 70 minutes

**Missouri Comprehensive Guidance Standard:**

CG 7 Applying Career Exploration and Planning Skills in the Achievement of Life Career Goals.

**Grade Level Expectation (GLE):**

7.3 Analyze and evaluate school and community contributions as they relate to my career and educational plan.

**American School Counselor Association National Standard (ASCA):**

Career Development

B: Students will employ strategies to achieve future career goals with success and satisfaction.

C: Students will understand the relationship between training and the world of work.

**Materials (include activity sheets and/ or supporting resources)**

Inventory that explores the relationship between self and others and your skills in group activities.

Source: "The How I Relate to Others" is adapted from the Missouri Career Education: Senior High-Exemplary Activities Handbook, (1980).

**Show Me Standards: Performance Goals (check one or more that apply)**

X	Goal 1: gather, analyze and apply information and ideas 1. develop questions and ideas to initiate and refine research apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom 3. exchange information, questions and ideas while recognizing the perspectives of others
	Goal 3: recognize and solve problems
X	Goal 4: make decisions and act as responsible members of society 3. analyze the duties and responsibilities of individuals in societies

**This lesson supports the development of skills in the following academic content areas.**

<b>Academic Content Area(s)</b>	<b>Specific Skill(s)</b>
X Communication Arts	6. participating informal and informal presentations and discussions of issues and ideas
Mathematics	
Social Studies	
Science	
Health/Physical Education	
Fine Arts	

**Enduring Life Skill(s)**

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

**Lesson Assessment (acceptable evidence):**

**Assessment should relate to the performance outcome for goals, objectives and GLE's. Assessment can be question answer, performance activity, etc.**

Students will discuss their "How I Relate to Others" worksheet in pairs or small groups.

**Lesson Preparation**

**Essential Questions:**

Do I have the necessary skills for the most effective interaction within group situations?

**Engagement (Hook):**

Students will be chosen to role play in front of class group situation(s) that show effective and ineffective group interaction.

**Procedures**

**Counselor Procedures:**

1. Counselor will engage students in a group role-play activity followed by a discussion of effective and ineffective group interaction.
2. Counselor will distribute the "How I Relate to Others" activity and ask students to complete the activity.
3. The counselor will discuss the activity with the group.
4. The counselor may want to collect the activity sheet and save the results to review during the 11<sup>th</sup> grade unit 3 lesson.

**Student Involvement:**

1. Students will participate in role-play or participate as observers.
2. Students will complete the "How I Relate to Others" activity.
3. Students participate in discussion.
4. Students turn in their activity sheet.

**Teacher Follow-Up Activities**

Students will write a one page paper discussing how they could improve their relationships with others.

**Counselor reflection notes (completed after the lesson)**

## How I Relate To Others

This form is to help you think about various aspects of your relationships with others and your skills in-group situations. It gives you a chance to set your own goals for development. The steps in using it are:

1. Read through the list of activities and decide which ones you are doing all right, which ones you should do more and which ones you should do less. Mark each item in the appropriate place.
2. Some goals that are not listed may be important to you than those listed. Write such goals in the space provided below each subsection.
3. Go back over the whole list and circle the numbers of the **three** or **four** activities, which you would like to improve most at this time.

Communication Skills	Doing all right	Need to do it more	Need to do it less
1. Amount of talking in group			
2. Being brief and concise			
3. Being forceful			
4. Drawing others out			
5. Listening attentively			
6. Thinking before I speak			
7. Keeping my remarks on the topic			
8.			

Observation Skills	Doing all right	Need to do it more	Need to do it less
1. Noting tensions in group			
2. Noting who talks to whom			
3. Noting interest level of group			
4. Noting who is being "left out"			
5. Sensing feelings of individuals			
6. Noting reaction to my comments			
7. Noting when group avoids a topic			
8.			

<b>Problem-Solving Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Stating problems or goals			
2. Asking for ideas, opinions			
3. Giving ideas			
4. Evaluating ideas critically			
5. Summarizing discussion			
6. Clarifying issues			
7.			

<b>Moral-Building Skills</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Showing interest			
2. Working to keep people from being ignored			
3. Harmonizing, helping people reach agreement			
4. Reducing tension			
5. Upholding rights of individuals in the face of group pressure			
6. Expressing praise or appreciation			
7.			

<b>Emotional Expressiveness</b>	<b>Doing all right</b>	<b>Need to do it more</b>	<b>Need to do it less</b>
1. Telling others what I feel			
2. Hiding my emotions			
3. Disagreeing openly			
4. Expressing warm feelings			
5. Expressing gratitude			
6. Being sarcastic			
7.			